ONTARIO PROSPECTS

User's Guide

Ontario

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INTRODUCTION

Ontario Prospects is a rich resource that supports education and career planning in your school. Career planning is a cyclical process that includes exploring self, exploring education and career opportunities, making decisions, and planning next steps. Central to the education and career planning process are the High Five Messages:

- Keep on learning.
- Focus on the journey.
- Follow your heart.
- Team up with others.
- Be open to change.

Ontario Prospects contains timely information on self-assessment, the labour market, and postsecondary options, as well as personal stories from students and graduates about their secondary and postsecondary school programs, experiential learning, and the workplace.

The *Ontario Prospects User's Guide* highlights *Ontario Prospects* as an education and career planning resource for all teachers, especially those who teach:

- Grades 7 and 8, to use in supporting students' transition to secondary school;
- guidance and career education courses such as Career Studies (GLC2O), Discovering the Workplace (GLD2O), Designing Your Future (GWL3O), and Navigating the Workplace (GLN4O);
- cooperative education.

This guide provides teachers with a variety of literacy (LS) and differentiated instructional (DI) tools and strategies, including specific activities, for helping students access and use the information in *Ontario Prospects*. The guide also includes strategies for engaging administrators, teachers, and parents – your whole school community – in the education and career planning process.

Enjoy the journey!

DI

LS

For more information, contact:

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Toronto, Ontario M7A 1L2
Fax: 416-327-6749

Une publication équivalente est disponible en français sous le titre suivant :
Guide d'utilisation de Perspectives Ontario

This publication is available on the Ministry of Education website at:
http://www.ontario.ca/ontarioprospects

SCAVENGER HUNT

AUDIENCE
All

LITERACY
Locate specific information in a publication.
Practise strategies for conducting an efficient search.

FOCUS

Use this Scavenger Hunt activity to become familiar with *Ontario Prospects*.

STRATEGIES

Scavenger Hunt (LS)

- Create a Scavenger Hunt handout that leads students to key sections and articles you wish to highlight in the current edition of *Ontario Prospects* (see Sample Scavenger Hunt Questions below).
- Direct students to use the organizational structure of *Ontario Prospects* (e.g., sections, headings) to make their search more efficient.
- (DI) Appeal to students' preferred ways of working together and learning by giving students the option of completing the Scavenger Hunt individually or with a partner.
- (DI) Provide an alternative activity: for example, have pairs of students play "I Spy" (e.g., an article about apprenticeship); follow up with the Exit Pass activity (see below).

Check for Understanding

- After students have finished the Scavenger Hunt, have each one note on an Exit Pass (see below) the titles of three articles of particular interest.

SAMPLE SCAVENGER HUNT QUESTIONS (based on *Ontario Prospects 2007*)

1. Using the examples shown in the article "How to Say What You Did" (page 6), describe the skills of a cashier in a grocery store.
2. Why is the Ontario Skills Passport information in Section 2?
3. What are the headings for the four sections of the publication?
4. In what section is the chart on minimum age requirements for working in Ontario?
5. Name an OCAD graduate mentioned in Section 3.

EXIT PASS

The titles of three articles of interest are:

1. _____
2. _____
3. _____

EDUCATION AND CAREER PLANNING

AUDIENCE: All

LITERACY: Use strategies to think about decision making and to support reading comprehension.

FOCUS

Use various life stories in *Ontario Prospects* to understand that:

- life is a journey with many pathways to the future;
- thinking about certain questions and how to answer them can help a person make choices.

STRATEGIES

Placemat (LS)

Ask students in groups of four to think about a dream job – one that strongly appeals to them and that is a good fit for them. Have students write the job title and answers to the following questions on their section of the placemat (see next page):

- Why would you really like this job?
- What are some of the things you'd need to think about and do to accomplish the goal of working in this occupation?

Instruct each group to note one or two points from each student in the centre of the placemat.

Have each group share their key points with the class.

Relate key points to four "guiding questions" that we can use routinely to focus education and career planning:

- What are my interests, skills, strengths, and values?
- What's out there that suits me? (education, occupations, training)
- What should I choose? (best fit)
- How will I get there? (plan)

Read-Pair-Share (LS)

(D1) Ask students to choose (on the basis of interest or reading ability) an article from *Ontario Prospects 2007* (e.g., one of those on page 25).

Have students read the story individually, consider the guiding questions that the person in the story has had to think about, and provide the person's "answer" to the questions, based on the content of the story, on a Guiding Questions Chart (see next page).

Instruct students to discuss their responses with a partner who has read the same story. Pairs will share their responses with the class.

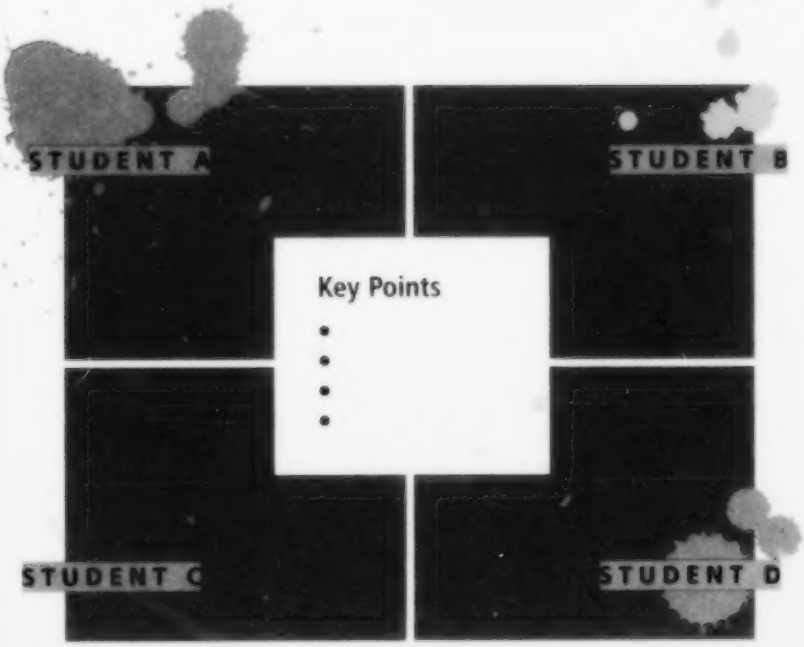
Check for Understanding

Ask students to identify a guiding question that they need to think about before selecting courses.

SUGGESTIONS FOR FOLLOW-UP

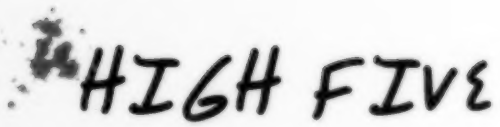
Instruct students to use the guiding questions to focus their interviews with people in occupations or education programs of interest, for example, an interview with a supervisor or worker at their work placement (co-op); a Grade 7 or 8 student's interview with a senior secondary school student, tradesperson, or college student.

SAMPLE PLACEMAT



GUIDING QUESTIONS CHART

QUESTIONS	ANSWERS (based on individual in story)
What are my interests, skills, strengths, and values?	
What's out there that suits me?	
What should I choose?	
How will I get there?	



AUDIENCE
All

LITERACY
Use a reading strategy to support text comprehension.
Understand and apply themes to a text and to self.

FOCUS

Use various life stories in *Ontario Prospects* to understand that there are five principles, known as the High Five Messages, related to education and career planning.

STRATEGIES

Think-Pair-Share (LS)

- Ask pairs of students to think of a person who worked hard to accomplish something (e.g., an athlete, a musician). Introduce the High Five Messages (see the list below).
- Instruct each pair of students to think about how the messages relate to the pathway to success of the person they chose. Have pairs share their thoughts with the class.

Read-Pair-Share

- (D1) Select five success stories from *Ontario Prospects 2007* (e.g., "A Wonderful Success Story!" page 14) to suit the varied reading abilities of students in the class. Ask each student to choose a story on the basis of interest or ease of reading.
- Instruct students to pair with another who has read the same story to identify and clarify any unfamiliar terms.
- Ask pairs to identify aspects of the person's story that relate to each of the High Five Messages, and to note these connections on a chart (see below). Have pairs share these with the class.

Check for Understanding

- In their pairs, have students discuss how any of the High Five Messages apply to them as they move forward along their education and career pathway. Have pairs share their responses with the class.

SUGGESTIONS FOR FOLLOW-UP

- Ask guest speakers to use the High Five Messages to talk about their career path.
- Have co-op students interview a worker, using the High Five Messages to frame their questions.

HIGH FIVE MESSAGES	SUCCESS STORY CONNECTIONS
Keep on learning	
Focus on the journey	
Follow your heart	
Team up with others	
Be open to change	

FOCUS

Use one or more self-assessment tools in *Ontario Prospects* to become aware of personal strengths, interests, skills, and values.

STRATEGIES

Self-Assessment Tools

Ask students to complete two inventories from *Ontario Prospects*, for example, "Your Marketing Tool" (page 5, *Ontario Prospects 2007*) and the Transferable Skills Inventory (see next page of this guide). Ask students to decide how the results of completing the inventories are for them by thinking of how they have used some of the skills.

(LS) Have students work with a partner and help each other clarify unfamiliar terms.

Business Card

Instruct students to create a business card based on their conclusions about their strengths, interests, skills, and values (see sample business card format below).

(D1) Tell students that they may use words and symbols to represent this information.

Have students share their business cards with a partner and discuss each other's information.

Check for Understanding

Have students meet with a different partner and describe a time when they used one of the attributes they have listed on their business card.

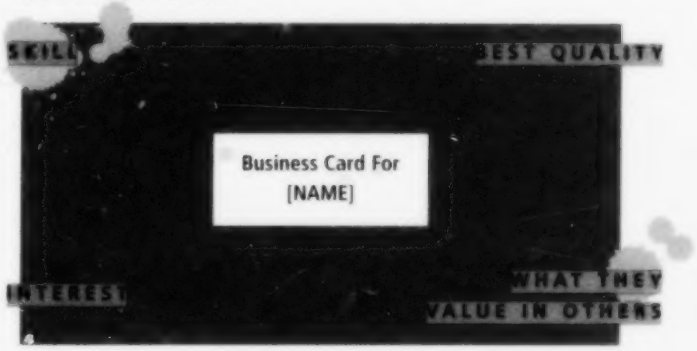
SUGGESTIONS FOR FOLLOW-UP

Direct students to the websites of Career Cruising (www.careercruising.com), the Ontario Skills Passport (OSP) (http://skills.edu.gov.on.ca), or CareerMATTERS (www.ilc.org) and have them research occupations that require many of their own personal attributes.

Have career studies or co-op students develop a résumé or prepare for job interviews at potential work placements. Suggest that students check out the OSP website (http://skills.edu.gov.on.ca) for a sample résumé and other tips.

Have students find out about Essential Skills at the OSP website (http://skills.edu.gov.on.ca).

BUSINESS CARD



IT'S ALL ABOUT ME!

AUDIENCE
All

LITERACY
Use verbal and visual means to represent strengths, interests, skills, and values.

TRANSFERABLE SKILLS INVENTORY

- ANALYZING situations or data
- ASSEMBLING equipment or information
- CALCULATING mathematical computations or risk assessment
- COACHING, guiding, or tutoring
- DESIGNING products or systems
- DISPLAYING ideas, products, or equipment
- EDITING newspapers or magazines
- EVALUATING performance, programs, processes, or events
- FUNDRAISING one-to-one or through media
- GROUP FACILITATING, managing group interactions
- HANDLING COMPLAINTS, parent's, client's, customer's, or citizen's
- INSPECTING OR EXAMINING physical objects, financial statements, or through test administration
- INTERPRETING data and legal, medical, or technical terminology or other language
- INTERVIEWING
- MAKING LAYOUTS for printed media or public displays
- MEETING THE PUBLIC, receptionist, agency or product representative, salesperson, personal or public servant, or tour coordinator
- MONITORING progress of people, processes, or equipment
- OBSERVING physical circumstances, human behaviours, or changing situations
- OPERATING equipment, machines, or vehicles
- PLANNING, budgeting, goal setting, or scheduling
- PROMOTING one-to-one or through media
- RECORDING numerical or scientific data
- RESEARCHING, obtaining information from libraries, surveys, or physical data
- SELLING ideas, products, or policies
- SPEAKING in public, to groups, or via electronic media
- TEACHING, formal or informal
- TROUBLESHOOTING equipment or situations
- UPDATING information or records
- USING INSTRUMENTS, engineering, medical, or scientific
- WRITING, creative or technical

Adapted from *Ontario Prospects 2005*, page 7.

FOCUS

Use various life stories from *Ontario Prospects* to understand that planning requires thinking about one's challenges and strengths, and what one wants to accomplish.

STRATEGIES

Post four different "superhero" or "idol" posters around the room.

Have students form groups by gathering at their hero or idol poster of choice.

Ask students to brainstorm about the challenges and strengths that their hero or idol displays. Have groups share their ideas with the class.

Select three life stories from *Ontario Prospects* on the basis of the interests and reading ability of the students.

(D1) Ask students to choose one of the three life stories to read and to list – in a triangle organizer (see below) or orally – the strengths and challenges of the individual profiled in the story and what that person wanted to accomplish (i.e., the person's goals).

Instruct students to share their conclusions with a partner who has read the same story, and, in pairs, to discuss how the individual's strengths and challenges influenced that person's accomplishments. Ask students to prepare to share with other students at least one way that a strength and a challenge influenced an accomplishment.

Have pairs join with two other pairs who have read the other life stories and discuss the strengths, challenges, and accomplishments of the individual they read about and one way that that person's strengths and challenges influenced his or her accomplishments.

Invite guest speakers to incorporate the theme of strengths, challenges, and accomplishments into their presentations; for example, for Grades 7 and 8, invite student speakers from Grades 11 or 12; for guidance courses, invite speakers from varied occupations and postsecondary destinations.

Ask students to identify a personal strength and an accomplishment that has resulted from the strength, and to share this information with a partner.

SUGGESTIONS FOR FOLLOW-UP

Have students examine their own strengths and challenges and what they want to accomplish as they plan their education and career pathway (e.g., course selection, postsecondary plans).

CHALLENGES, STRENGTHS, ACCOMPLISHMENTS

AUDIENCE
All

LITERACY
Read an informational article matched to reading ability and interests.

EXPLORING SECTORS

AUDIENCE
All

LITERACY
Use a literacy strategy to generate ideas.
Locate information in a complex chart.

FOCUS

Use *Ontario Prospects* to become aware of the many occupations in a sector.

STRATEGIES

Round Robin Brainstorm (LS)

- Have students, in groups of four, brainstorm about all the occupations they can think of that relate to being a musician or rock star. Explain that Student A is to write an idea on a piece of paper and then give the paper to Student B, who writes an idea on it, and so on, until no more ideas emerge. Groups share their ideas with the class.
- Instruct students to read "Become a Rock Star" (page 11, *Ontario Prospects 2007*) and, with their group, examine the list of related occupations and note the ones they identified in their brainstorming.

Sector Research

- Post posters or pictures around the room that represent occupations in industry sectors, for example, agriculture, construction, automotive manufacturing, the environment, and culture. Include occupations in the music industry. See the National Occupational Classification matrix (www23.hrdc-drhc.gc.ca/2001/e/generic/matrix.pdf), the Workapedia website (www.workapedia.ca), or the Job Futures website (www.jobfutures.ca/) for a list of sectors.
- (D1) Ask students to gather at the poster of a sector that interests them, brainstorm about a variety of related occupations, and note them on chart paper.
- Have students select a few occupations of particular interest and research them, either individually or with a partner, by visiting Career Cruising (www.careercruising.com), OSP (http://skills.edu.gov.on.ca), CareerMATTERS (www.ilc.org), Apprenticesearch (www.apprenticesearch.com), or any other helpful websites listed on the last page of *Ontario Prospects*.

Check for Understanding

- Ask students to share, with a partner, two or three interesting points learned about the occupations they researched.

SUGGESTIONS FOR FOLLOW-UP

- Have students check out occupations in other sectors using the Career Cruising (www.careercruising.com) or CareerMATTERS (www.ilc.org) website.
- Help students to explore the OSP website (http://skills.edu.gov.on.ca) by clicking on the "Skills and Work Habits", "Occupations and Tasks", and "Transfer Your Skills" sections.

FOCUS

Use *Ontario Prospects* to learn about the Ontario Youth Apprenticeship Program (OYAP) and apprenticeship.

STRATEGIES

KWL (LS)

- Use a Know, Want to Know, Learn (KWL) Chart (see below) for each group of four students.
- Ask students to brainstorm in their groups about what they know (K) about apprenticeship, and what they want (W) or would like to know.
- Have students share some of their comments and questions with the class.

VIP (LS, DI)

- Ask each student in the group to choose, on the basis of interest or ease of reading, a different article on apprenticeship to read. Suggestions from *Ontario Prospects 2007* are "Jessica Keeps on Trucking" (page 13), "A Sense of Accomplishment" (page 13), "A Wonderful Success Story!" (page 14), "A Passion for Hairstyling" (page 14), "Kristian's with Hardrock Mining" (page 14), and "Boyd Pursues Carpentry" (page 16).
- Ask students to read their chosen article and, as they do so, to record on sticky notes no more than five very important points (VIPs) (one point per sticky note). These may indicate the interests and skills of the person profiled and information on the occupation.
- Have students share their VIPs with the other members of their group. Instruct the group to revisit the KWL Chart, use their sticky notes to complete the "L: What did I learn?" column, and make any necessary corrections in the "K: What do I know?" column.
- Ask students to discuss, as a class, three or four VIPs from all articles.

Check for Understanding

- Observe students as they share with a partner one fact that they learned about apprenticeship or OYAP.

SUGGESTIONS FOR FOLLOW-UP

- Have pairs of Grade 7 and 8 students choose one of the apprenticeship articles and role play an interview with the person discussed in the article.
- Have students in GWL3O, GLN4O, and cooperative education courses read selected articles and process what they have read, using a 60-40-20 strategy: Student A highlights what he or she read, speaking for 60 seconds, and Student B speaks for 60 seconds; then Student A speaks for 40 seconds, and Student B for 40 seconds; then Student A speaks for 20 seconds, and Student B for 20 seconds.
- (DI) Have students choose an apprenticeable occupation to research. See "Apprenticeship Careers" in the "Websites" section on the back page of *Ontario Prospects*.
- Invite guest speakers to the class, for example, an OYAP coordinator or an OYAP student. Have students generate questions to ask the guest, perhaps by using the K and W parts of the KWL Chart.

KWL CHART

K: WHAT DO I KNOW?	W: WHAT DO I WANT TO KNOW?	L: WHAT DID I LEARN?

OYAP

AUDIENCE
Grades 7 and 8, Grade 10

LITERACY
Use a literacy strategy to:
- activate prior knowledge and generate questions before reading;
- support comprehension during reading;
- consolidate learning after reading.

How to work SMART

AUDIENCE
Grades 7 and 8, Grade 10

LITERACY
Make and adjust predictions while reading text.

FOCUS

Use *Ontario Prospects* to become aware of rights and responsibilities related to workplace safety.

STRATEGIES

Anticipation Guide: Before and After Reading (LS)

- Use the Anticipation Guide below to initiate interest among students in "How to Work Smart" in *Ontario Prospects 2007* (page 9).
- Have students complete the "Before Reading" section of the Anticipation Guide prior to reading the article, read the article, and then work with a partner to complete the "After Reading" section.

Brainstorming

- Ask Grades 7 and 8 students to brainstorm to create a list of jobs or tasks (volunteer or paid) in the home, neighbourhood, or workplace that students might perform (e.g., babysitting, shovelling snow from driveways, delivering newspapers). Have secondary school students brainstorm about workplace tasks as experienced or observed in their part-time jobs, co-op placements, or job shadow opportunities.
- (DI) Ask groups of three or four students to select a particular task or job, think of one caution and a safety tip related to that job, and, on the basis of students' interests or strengths, choose a way to share the caution and tip with others (e.g., through a poem, role played infomercial, poster).

Check for Understanding

- After all presentations, have students share with a partner or note on an Exit Pass (see below) two key ideas about health and safety in the workplace that they learned today.

SUGGESTIONS FOR FOLLOW-UP

- Have students complete the Passport to Safety at www.passporttosafety.com/youth and explore the WorkSmart Ontario website (www.worksmartontario.gov.on.ca).
- Have Grades 7 and 8 students check out the Live Safe! Work Smart! website (www.livesafeworksmart.net).

ANTICIPATION GUIDE

BEFORE READING	STATEMENT	AFTER READING
1. T F	There are laws in place to protect workers from unsafe work.	1. T F
2. T F	Thirteen-year-olds can work in restaurants.	2. T F
3. T F	Students can get some safety training online.	3. T F
4. T F	You cannot refuse work because doing so could cost you your job.	4. T F
5. T F	During your interview, you may not ask questions about safety.	5. T F
6. T F	Workplace protection is your responsibility alone.	6. T F
7. T F	Your employer must teach you how to use protective equipment.	7. T F
8. T F	There are many resources a worker can access on workplace safety.	8. T F

EXIT PASS

Two key ideas about health and safety:

1. _____

2. _____

FOCUS

Use *Ontario Prospects* to learn about the variety of program options in secondary schools.

STRATEGIES

EXPLORING PROGRAM OPTIONS

AUDIENCE
All

LITERACY
Make and adjust predictions.
Read an article and locate information using prompts.

Brainstorming

- Have students, in groups of four or five, brainstorm about all the programs (e.g., specialized, alternative, cooperative education) that they know about in their school or board.
- Ask each group to share a few examples.

5-4-3-2-1 Organizer (LS)

- Provide a list of *Ontario Prospects* articles from which students can choose some articles of interest to them. Suggestions from *Ontario Prospects 2007* are "OYAP" (page 12), "The Specialist High Skills Major (SHSM)" (page 16), "Nicole Takes Control" (page 22), "Experiential Learning" (page 24), "Continuous Intake Co-op" (page 29), "Night School Co-op" (page 31), and "The Independent Learning Centre" (page 32).
- (DI) Have students select one or two articles of interest and use the 5-4-3-2-1 Organizer (see below) to help them consolidate information from the article. Provide an initial demonstration on how to use the organizer.
- Post chart paper around the room, one sheet for each article read, and have students gather at the chart paper for the article of most interest to them.
- Ask students to note, on the chart paper, at least one interesting fact about the program that they learned from reading the chosen article. Have the group stationed at each sheet share the collection of facts with the class.

Check for Understanding

- Ask students to identify one program they would like to find out about before selecting courses.

SUGGESTIONS FOR FOLLOW-UP

- Have students explore the school and board program options, including the Specialist High School Major, specialized programs, and alternative programs, using the Program and Course Calendar, any school or board brochures, pamphlets, or websites.

SAMPLE 5-4-3-2-1 ORGANIZER (based on "Night School Co-op", page 31, *Ontario Prospects 2007*)

5	**key words from the text**	e.g., placement
4	**facts related to the main topic**	e.g., can go to day school at the same time
3	**new words and what they mean**	e.g., concurrently – at the same time
2	**facts you already know**	e.g., co-op counts as a compulsory credit
1	**question you still have**	e.g., Is this program available in my school or board?

LABOUR MARKET INFORMATION: JOBS THAT LOOK PROMISING

AUDIENCE
Grades 10 to 12 Guidance and Career Education Courses, Cooperative Education

LITERACY
Use prompts as a reading strategy to focus attention.
Generate questions of a variety of types and levels of difficulty.

FOCUS

Use the labour market information in *Ontario Prospects* to become familiar with a variety of occupations.

STRATEGIES

Group Think

Introduce the labour market by asking students, in groups of four, to think of an occupation that is more in demand now than it was in the past and to brainstorm to identify reasons why. Ask each group to share its reasons with the class.

Sector Summary Chart

(D1) Ask students, in their groups, to select and read the information provided on one of the four sectors featured in the "Labour Market Information" section of *Ontario Prospects 2007* (pages 33–34). Ensure that each group has a reader for each of the four sectors.

(LS) Have students individually summarize their reading, using the Sector Summary Chart below, and share this summary with their group.

(D1) Have students find an article that focuses on an occupation in one of the four sectors (e.g., "Jodee's a Role Model", page 17 [construction]; "Nursing: A Career for Life", page 19; "Patrick's Count Down", page 20 [culinary apprenticeship]) or check out one or more of the websites listed in the "Where Can I Find Out More?" sections (pages 33–34) for information on jobs in the sector.

(D1) For students who require a structured approach, provide a list of articles in *Ontario Prospects* that relate to the sectors highlighted in the "Labour Market Information" section.

Five Ws and an H (LS)

Ask students to select three facts they read about the occupation in their chosen article and to generate two questions – one that the article answers and one that it does not – using question words selected from this list: who, what, when, where, why, how. Have students share their facts and questions with one or two others who read a different article. Instruct students to answer one another's questions and identify questions they cannot answer for class discussion and further research.

Check for Understanding

Ask students to note "something I learned" and "something I'd like to know" on a sticky note and hand it in to the teacher before leaving the class. Follow up as needed during the next class.

SUGGESTIONS FOR FOLLOW-UP

Have students use the Job Futures website (www.jobfutures.ca) to find out the extent to which their occupations of interest will be in demand.

Inform students that they can also check out the following websites for information about employment patterns in their area:

- Ontario Job Futures (www.ontariojobfutures.ca)
- Labour Market Information Ontario (www.ontario.ca/labourmarket)

Have co-op students explore employment opportunities for several occupations in the sector to which their placement pertains.

SECTOR SUMMARY CHART

AN INTERESTING FACT ...	TWO OCCUPATIONS IN THE SECTOR ...	TWO JOBS THAT LOOK PROMISING ...

INTRODUCING ONTARIO PROSPECTS TO ADMINISTRATORS, TEACHERS, AND PARENTS

ADMINISTRATORS

Use the Scavenger Hunt (page 3 of this guide) as a five-minute "What's Ontario Prospects *All About?" activity.*

Use Scavenger Hunt questions such as the following:

1. Find a page in *Ontario Prospects* that all teachers can use with their students (e.g., "Websites – Only a Click Away", page 36, *Ontario Prospects 2007*).
2. Find at least one story or article about preparing for each of the following postsecondary destinations: apprenticeship, college, university, the workplace.

TEACHERS

Use the Scavenger Hunt and Education and Career Planning activities of this guide, pages 3 and 4.

Use Scavenger Hunt questions such as the following (based on *Ontario Prospects 2007*):

1. Find a story in *Ontario Prospects* that relates to your subject discipline (e.g., the arts: "Become a Rock Star – Spotlighting the Opportunities", page 11).
2. Find a graph that highlights the importance of staying in school (e.g., "Education + Skills = Success", page 34).
3. Find two websites that would probably relate to your subject discipline (e.g., Career Cruising, www.careeercruising.com, page 31).

Use the Education and Career Planning activity as follows:

1. Change the sample question, if desired, to make it more relevant to adults (e.g., What series of decisions would you have to make if you won a large lottery?).
2. Follow through on the remaining parts of the activity and conclude with a question such as "How can teachers help students with education and career planning decisions informally on an ongoing basis?" (e.g., by linking learning in class with how learning is used in an occupation related to the subject area).

PARENTS

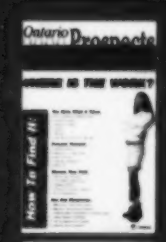
Use the Scavenger Hunt (page 3) as a five-minute "What's Ontario Prospects *All About?" activity, followed by the High Five activity (page 6).*

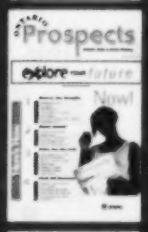
Use Scavenger Hunt questions such as the following (based on *Ontario Prospects 2007*):

1. Find the page that describes Career Cruising (page 31).
2. Find an interesting fact in the "Labour Market Information" section (pages 33 and 34).
3. Find an article or story that would interest your son or daughter.

Use the High Five activity as follows:

1. Have parents examine the High Five Messages and a poster or picture that represents a major challenge (e.g., climbing a mountain, running a marathon, participating in a bike race). Ask parents to discuss in small groups how the High Five Messages relate to the picture.
2. Ask parents to select one story in *Ontario Prospects* and think about how the High Five Messages apply to the challenges and successes of the person in that story.
3. Conclude with a question such as "How can you use *Ontario Prospects* and the High Five Messages to assist your son or daughter in the journey through school to postsecondary education, training, or work?"





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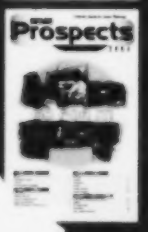

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